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other than the Prudden a few lines below. On this same page "Micro-coccus pyogenes amicus" is spoken of as "a bacillus."

Sometimes a curiously involved sentence is met with, as the following: "We are thus not fixed entities, as most of us are apt to consider ourselves; nor have we the gratification of even thinking ourselves here for the formerly supposed seven years at least" (p. 20). An over-critical reader, too, might take exception to the introduction of the personal element in the following: "Following the logic of these views, Dr. Koch's theory as to the possibility of the cure of consumption by an injection of a preparation of what may be called the dejecta of the bacillus of consumption must of necessity be an error, and I would say that I have held this view from the time of first publication of his supposed cure" (p. 68).

*The History of Modern Education.* By SAMUEL G. WILLIAMS. Syracuse, C. W. Bardeen. 12°. 403p. \$1.50.

THIS work consists of a series of lectures which the author has been delivering for some years past as professor of the science and art of teaching in Cornell University. The entire course comprised also an account of ancient and mediæval education; but the part relating to modern times is the only part now published as being more generally interesting than the rest. Mr. Williams begins his narrative with the Renaissance, of which in its bearings on education he gives a brief but excellent account. In dealing with the religious Reformation and its results, he is not so happy; and throughout the book the subject of religious education receives less attention than it deserves. Mr. Williams treats the history of educational progress by centuries, showing what in his view were the leading characteristics of each century and its principal contributions to educational thought and practice; and this account of the general characteristics of the century is followed in each case by a sketch of the most prominent educators that the century produced. Throughout the book the author shows great impartiality and much good sense in his judgment of men and methods; and, what is no small merit in the

present age, he is entirely free from hobbies. Some of our educators talk as if real education came into the world with Pestalozzi and Froebel, and that in the theory and practice of certain "advanced thinkers" of the present day it has reached perfection. Mr. Williams is under no such hallucination. He reminds his readers that time is the only sure test of historic events, and intimates that some of the ideas of the present day may be found hereafter to have no such importance as is now attached to them. Nevertheless, he devotes one of his longest and most elaborate chapters to the leading educational ideas of the nineteenth century, thus bringing his work down to the very decade in which we now live. He takes pains to show, however, that many things that are thought to be specially characteristic of the present age were anticipated by the thinkers and teachers of the sixteenth and seventeenth centuries. Mr. Williams's style is not always so clear as might be wished, and has no great literary merit; but it is generally intelligible, and its moral tone is good. On the whole, these lectures will serve a useful purpose as an introduction to the educational history of modern times.

*Influenza.* By CHARLES H. MERZ, M.D. Sandusky, O. 96 p.

It would be manifestly unfair to expect too much of a "little treatise" that attempts to discuss a very special topic in a very general manner. The book was evidently written to meet the popular interest in its subject, and this fact alone explains perhaps the infelicities, not to say inaccuracies, of expression that are far too frequent on its pages. The history, etiology, symptoms, pathology, diagnosis, and prognosis, complications, and treatment of influenza are discussed with more or less success, the whole leaving a decided impression of hasty construction.

One is somewhat amazed, for example, when one reads, *apropos* of the phagocyte theory, of the odds arrayed against the Darwinian principle: "It is a fight between two forces and the survival of the fittest" (p. 23). On the same page the name of the eminent author of the doctrine of phagocytosis is hardly recognizable under the mask of "Metschini-Koft."

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